

CLOVER MIDDLE

300 Clinton Avenue
Clover, South Carolina 29710

GRADES 5-6 Elementary School

ENROLLMENT 507 Students

PRINCIPAL Judy Krenzer 803-222-9503

SUPERINTENDENT Bill R. Jenkins 803-222-7191

BOARD CHAIR Frank C. Falls 803-222-9710

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
16	56	7	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

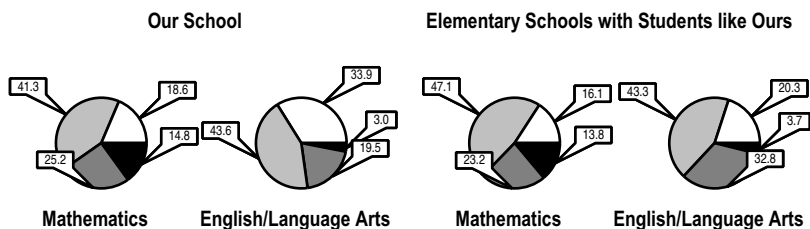
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	39	225	153
Percent satisfied with learning environment	81.1%	84.6%	78.5%
Percent satisfied with social and physical environment	84.6%	80.6%	63.8%
Percent satisfied with home-school relations	67.6%	85.5%	77.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	507	100.0	33.9	43.6	19.5	3.0	22.5	17.6
Gender								
Male	267	100.0	41.2	42.8	13.6	2.4	16.0	17.6
Female	240	100.0	25.7	44.6	26.1	3.6	29.7	17.6
Racial/Ethnic Group								
White	414	100.0	29.7	45.3	21.9	3.1	25.0	17.6
African-American	76	100.0	54.2	38.9	5.6	1.4	6.9	17.6
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	453	100.0	29.2	46.0	21.5	3.3	24.8	17.6
Disabled	54	100.0	75.0	22.9	2.1	N/A	2.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	507	100.0	33.3	44.0	19.7	3.0	22.7	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	502	100.0	33.0	44.3	20.0	2.8	22.8	17.6
Socio-Economic Status								
Subsidized meals	245	100.0	49.3	38.6	10.7	1.4	12.1	17.6
Full-pay meals	262	100.0	21.0	47.9	26.8	4.3	31.1	17.6

Mathematics								
All students	507	100.0	18.6	41.3	25.2	14.8	40.0	15.5
Gender								
Male	267	100.0	18.8	40.8	24.4	16.0	40.4	15.5
Female	240	100.0	18.5	41.9	26.1	13.5	39.6	15.5
Racial/Ethnic Group								
White	414	100.0	14.3	41.4	27.3	16.9	44.3	15.5
African-American	76	100.0	38.9	44.4	13.9	2.8	16.7	15.5
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	453	100.0	15.1	41.3	27.4	16.3	43.6	15.5
Disabled	54	100.0	50.0	41.7	6.3	2.1	8.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	507	100.0	18.2	41.4	25.3	15.0	40.3	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	502	100.0	17.8	41.6	25.6	15.0	40.6	15.5
Socio-Economic Status								
Subsidized meals	245	100.0	29.3	45.1	21.4	4.2	25.6	15.5
Full-pay meals	262	100.0	9.7	38.1	28.4	23.7	52.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	230	N/A	24.3	49.1	25.7	0.9	26.5
	Grade 6	211	N/A	22.7	35.1	37.9	4.3	42.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	262	100.0	29.3	51.2	18.6	0.8	19.4
	Grade 6	245	100.0	38.7	35.7	20.4	5.2	25.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	230	N/A	23.5	40.0	23.5	13.0	36.5
	Grade 6	211	N/A	18.0	43.1	26.5	12.3	38.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	262	100.0	14.0	44.2	26.0	15.7	41.7
	Grade 6	245	100.0	23.5	38.3	24.3	13.9	38.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 507)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.0%	Down from 1.7%	2.6%	2.4%
Attendance rate	95.8%	Down from 96.3%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	21.0%	Down from 22.6%	20.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.6%	Down from 10.6%	7.7%	8.0%
Older than usual for grade	1.2%	Down from 1.5%	0.8%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 38)				
Teachers with advanced degrees	63.2%	Up from 62.5%	51.4%	50.0%
Continuing contract teachers	92.1%	Up from 90.0%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.2%	Up from 78.0%	88.7%	86.2%
Teacher attendance rate	94.8%	Down from 95.2%	95.4%	95.3%
Average teacher salary	\$44,481	Up 1.2%	\$40,594	\$39,909
Prof. development days/teacher	12.7 days	Up from 12.5 days	11.0 days	11.4 days

School				
Principal's years at school	0.5	Down from 4.0	4.8	4.0
Student-teacher ratio	13.0 to 1	Up from 12.3 to 1	19.2 to 1	18.9 to 1
Prime instructional time	90.2%	Down from 91.2%	90.0%	89.7%
Dollars spent per pupil*	\$7,953	Down 11.8%	\$5,649	\$5,892
Percent spent on teacher salaries*	66.0%	Up from 64.3%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.4%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Clover Middle School serves fifth and sixth grade students in Clover, SC, a community adjacent to Rock Hill and Winthrop University. CMS is committed to providing a comprehensive educational program enabling all students to experience academic achievement and personal growth. In addition to basic skills, the academic program is designed to challenge each child in becoming life-long learners. Teachers empower students for the future through their innovative use of technology. Character education is also emphasized throughout the school.

Academic teachers are teamed to teach language arts/social studies or math/science. Students are scheduled into two blocks with at least one activity period daily. Activities include music, band, art, chorus, health, and physical education. Students are exposed to technology in classrooms, library media center, and technology labs. Technological programs are used to enhance instruction as mandated through state standards. Spring 2002 PACT scores were above the state average in both grade levels for math and above the state average in 5th grade language arts.

A variety of strategies is utilized to provide differentiated instruction. Reading and writing are emphasized throughout the curriculum. Teachers utilize the hands-on approach in both mathematics and science. Elements of Cunningham's Four Blocks Model, as well as literature circles, and focus correction areas are used in our language arts classes.

Through a variety of educational opportunities such as academic assistance, year-long remediation, after-school enrichment, and Accelerated Reader, we feel that our students are encouraged to discover their full potential. Parents also play an important role through their support and participation in events such as PTO and Family Education Night.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.